

TEACHER EXPECTATIONS OF BLACK MALES

ABSTRACT

DISSERTATION: The Role of Teachers' Expectations on the Perceptions of Black Males

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There were a plethora of studies and data completed on the status of Black males in America; however, there continued to be evidence of disparities in academic growth of Black males throughout this nation. This study observed the interactions teachers had with Black males in the classroom and explored how student perceptions revolved around teachers' expectations. The purpose of this study was to investigate how expectations contributed to experiences for Black males in elementary and middle school and to disseminate this information to educators. Specifically, this exploratory study analyzed the outcome of the classroom environment established by teacher expectations and how teachers' interactions communicated those expectations to Black males. This research was conducted in four classrooms, two elementary 5th grade classrooms and two middle school 7th grade classrooms. A combination of interviews (with teachers and students) and observations were the primary source of data. Findings were gleaned from the observations and interviews. Findings included that teacher expectations contributed to the perceptions of their students; they viewed their interactions with teachers as positive. Also, there were no clear distinction between middle school teachers and elementary school teachers and how they expressed expectations for their students; and the expression of teacher expectations are determined upon the relationship teachers have with their students.